

The Standards Based IEP Process: Hitting the Target

We are **ALL** aiming
at the same target –
Student Success!!!

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In other words.....

Your annual goal is on grade-level -
from the Grade-Level
Expectation(GLE) or Standard
(Common Core),

BUT the objectives are specific to
the student's current ability
(present level of
performance/PLOP).



Standards-Based IEP

Remember:

2014/2015 – Common Core Standards will replace existing state standards.

2012/2013 – Kindergarten through 2nd Grade will begin utilizing Common Core Standards. 2011/2012 implemented at the discretion of each district.



Standards-Based IEP

How to read the numeric codes - K to 8

SPI 0706.2.1 Understand that the set of rational numbers includes any number that can be written as a ratio of two integers in which the denominator is not zero.



07 is indicative of the grade – 7th grade

06 is indicative of the subject - Math

.2 is indicative of the standard number – Numbers and Operations (2nd strand)

.1 is indicative of what number the SPI is found – 1st in Standard 5

<http://www.tn.gov/education/curriculum.shtml>
www.tncurriculumcenter.org

Standards-Based IEP

How to read the numeric codes – 9 to 12

SPI 3102.2.2 Multiply, divide, and square numbers expressed in scientific notation.

3102 is indicative of the course code – 3102 is Algebra I

.2 is indicative of the standard number – Numbers and Operations

.2 is indicative of what number the SPI is found – 2nd in Standard 2



<http://www.tn.gov/education/curriculum.shtml>
www.tncurriculumcenter.org

Comparing Language Terminology of Common Core Standards with State Standards

Common Core Language

State Standards Language

Domain → Standard

Standard → GLE

Writing Common Core Standards

Common Core Math Standard

1.G.1 1st Grade, Geometry, Standard 1
 ↓
 Grade/Domain/Standard

Common Core English Language Arts Standard

RL.K.1 Reading for Literature, Kindergarten, Standard 1
 ↓
 Domain/Grade/Standard

Domain Terminology

Common Core English Language Arts Domains

- RL** Reading Standards for Literature
- RI** Reading Standards for Informational Text
- RF** Foundational Skills for Reading
- W** Writing
- L** Language
- SL** Speaking and Listening Standards

Common Core Math Domains

- CC** Counting and Cardinality (found only in kindergarten)
- OA** Operations and Algebraic Thinking
- NBT** Numbers and Operations in Base Ten
- MD** Measurement and Data
- G** Geometry



Standards-Based IEP



A **standards based** IEP is a process and document that is framed by the state standards and that contains:

annual goals aligned with and chosen to facilitate the student's achievement of state **grade-level** academic standards.

WHY a Standards-Based IEP?

Special Education Students are everyone's students!

The majority of school systems and schools in School Improvement are failing Special Education Students.

In order for students to have the skills necessary to demonstrate achievement on standardized testing or progress on TVAAS growth, students **must** have **exposure** to and **instruction** based upon the grade-level standards that are being assessed.

Think for a moment –

Could you pass a Spanish exam after taking a year of German?

Or remotely be able to solve Algebra equations with only continued exposure to basic addition and subtraction?



Grade-Level Curriculum Standards

<http://tennessee.gov/education/curriculum.shtml>

Sullivan County Curriculum-at-a Glance is a guide that align
instruction with the
State Grade-Level Standards

<http://scde-tn.schoolloop.com/>



Standards-Based IEP

The following brief denotes:

<http://www.tn.gov/firsttothetop/docs/FTTT%20Educators%20Guide%20-%20Policy%20Rec%20and%20Field%20Test.pdf>

In lieu of the availability of growth measures for all educators without TVAAS scores, school-level value-added scores will be the standard student growth measure while other growth measures are in development. (That would be Special Education, Guidance, Library, etc...)



This is the accountability component that emphasizes - WHY standards-based IEPs and grade-level instruction of SWD are so important!

The below link is a FYI site concerning *Race to the Top* (RTTP) in general:

<http://www.tn.gov/firsttothetop/resources.html>

PRE-K and Speech

The standards based goals are not specific to your situation. Your goals and objectives should be developmental based upon current assessments.

http://tennessee.gov/education/teis/parent_info.shtml

Portfolio Assessed Students

Standards based IEPs
ALREADY are a part of this
process. APIs are based
upon grade-level standards.

<http://www.state.tn.us/education/assessment/TCAP-AltPortfolio.shtml>

The First Target

Present Levels of Performance
(PLOP)



Present Levels of Performance (PLOP)

Every IEP begins with the development of a statement describing the student's current levels of academic achievement and functional performance - the 'PLOP'.

The PLOP should :

Identify the skills and knowledge the student has already attained relative to grade-level standards.

This should be a short narrative statement.

Remember – initial IEP includes all areas assessed. Yearly IEPs should include only current exceptional areas. Pre-voc MUST be addressed on every IEP until student ages into Transition age requirement of 16.

The PLOP identifies specific levels of achievement in areas such as:

Reading

Writing

Math

English

Behavior

Social/Emotional

Vocational or

Pre-Vocational Skills

PLOPs can be Multiple Measures:

Curriculum/Standards

Based Formative

Assessment Tests

(ThinkLink, Scantron...)

Descriptive - Skill

Checklists

(pre-voc and voc)

AND

Norm Referenced Tests

(e.g., WJ-III, KTEA, Goldman Fristoe)

- Curriculum/Standards Based Formative Assessment Tests (ThinkLink, Scantron Achievement Series...)
- Descriptive - Skill Checklists (pre-voc and voc)

These above type of measurements show how based upon where they should be in relation to their chronological age and grade.

In addition, we use:

- Norm Referenced Tests (e.g., WJ-III, KTEA, Goldman Fristoe, Scantron Performance Series)

This type of measurement indicates student growth based upon normative data that can help us assess is the achievement gap is closing (if the IEP is working).

Current Descriptive Information

Describe the student's strengths:
Description of the student's strengths

Describe the concerns of the parents regarding their student's education:
Description of the parents' concerns

Describe how the student's disability affects involvement and progress in the general curriculum:
Description of the the affect of the student's disability on his involvement and progress in the general

Present Levels of Performance

Levels of functioning, should when applicable, include norm referenced and/or criterion referenced data, as well as descriptive information of the student's deficit areas.

Source of Information	Area Assessed	Date	Exceptional Yes/No
Custom Assessment 1	Academics	04/01/2009	Yes
Present Level of Performance:			
Subtest: Subtest 1 Full Scale : 74	Date: 04/01/2009 Exceptional Yes/No : Y		
Subtest: Subtest 2 Full Scale : 65	Date: 04/01/2009 Exceptional Yes/No : Y		

Source of Information	Area Assessed	Date	Exceptional Yes/No
Prevocational Assessment	Pre-vocational	03/24/2009	Yes
Present Level of Performance:			
Subtest: Prevoc Area 1 Std. Score : 69	Date: 03/24/2009 Exceptional Yes/No : Y		
Subtest: PreVoc Area 2 Std. Score : 98	Date: 03/24/2009 Exceptional Yes/No : N		
Subtest: PreVoc Area 3 Std. Score : 63	Date: 03/24/2009 Exceptional Yes/No : Y		

The Second Target

ANNUAL GOALS

Each exceptional PLOP identified must have a GRADE-LEVEL ANNUAL GOAL in place for addressing the deficit.



5 critical elements of ANNUAL GOAL:

- 1. The student ... (WHO – use a name not “The Student”)**
- 2. Will do what ... (the BEHAVIOR or SKILL)**
- 3. To what or type of level or degree...
(CRITERION)**
- 4. Under what conditions...
(Specific SITUATION or ACCURACY)**
- 5. In what length of time ... (TIMEFRAME)**

Here is an example of an annual reading goal that contains all of the 5 critical elements:

Grade Level Expectation

GLE 0201.1.2 Employ a variety of strategies to decode words and expand vocabulary.

Jacob (WHO) will read, with increased fluency,
(BEHAVIOR/SKILL) 90-110 words of connected text
(CRITERION) per minute with 100% accuracy **(SPECIFIC SITUATION/ACCURACY)** **at the end of 36 weeks**
(TIMEFRAME).

This means YOU will have to edit the EasyIEP goals !!!

Take care to remove the GLE number as it may imply the student will function on grade level within a year.

Here is an example of an annual math goal that contains all of the 5 critical elements:

Grade Level Expectations:

GLE 0606.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.

John (WHO) will correctly use mathematical language, symbols, and definitions **(BEHAVIOR/SKILL)** while developing mathematical reasoning **(CRITERION)** to an 80% accuracy rate **(SPECIFIC ACCURACY)** to be evaluated at the end 36 weeks of instruction **(TIMEFRAME)**.

Here is an example of an annual English I that contains all of the 5 critical elements:

Course Level Expectations:

High School English I

CLE 3001.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.

Avalon (WHO) will organize ideas into an essay with a thesis statement, paragraphs, transition sentences, and a conclusion **(BEHAVIOR/SKILL)** that forms a coherent whole essay **(CRITERION)** with an 80% accuracy and completion rate **(SPECIFIC ACCURACY)** to be evaluated at the end of 36 weeks of instruction **(TIMEFRAME)**.

Here is an example of an annual goal that contains all of the 5 critical elements of a student that is Portfolio Assessed:

PORTFOLIO GOALS

Portfolio Standards are already based upon grade level standards called Alternative Learning Expectations (ALE).

Example

Reading: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R.1. Develop oral language and listening skills

Alternate Performance Indicators (API) Gr. 6–8: 1. Communicate wants and needs.

http://tennessee.gov/education/assessment/doc/AltPA_TeacherManual10-11.pdf

Zach will develop oral language and listening skills to communicate wants and needs at a 70% rate of accuracy to be assessed at the end of 36 weeks of instruction.

Activity on Portfolio Evidence Sheet:

Zach and a peer went to the concession stand at the basketball game. The peer ask Zach what he wanted. Zach gave the peer his Picture Exchange Card (PEC) that represented his choice - a slice of pizza.

(TCAP ALT PA Teacher's Manual 2010-2011, p. 33)

Here is an example of an annual goal that contains all of the 5 critical elements for a transitional annual goal:

The process of writing Transition Goals/Plans is addressed very clearly in a PowerPoint training created by

Dr. O'Leary and Jane Winstead found at the following link:

<http://www.state.tn.us/education/speced/doc/3609IEPSPEDConf.ppt>

Examples from noted PowerPoint:

Training/Education

(Younger Student) After high school, Eric will get on the job training in an area related to dirt bike racing.

(Older Student) After completion of school, I/ Lance will live with my mother and continue to take part in community activities like bowling, going to church and visiting friends and family.

(More Involved Student) After graduation, Bill will participate in on the job training in using microswitches.

Choose a GLE/CLE that is broad enough to encompass objectives from most of the learning categories (called strands).

For example, annual goal (from GLE/CLE) may be Mathematical Processes, but objectives can be a mix of categories (strands – number and operations, data analysis, algebra, geometry...).



The Third Target

OBJECTIVES

The Sequential Steps Needed to Master the
Grade-Level Annual Goal
Prioritized by the Student's Individual Need



OBJECTIVES

Ask Yourself:

What skills must this student learn in order to become proficient on the annual goal(s)?

What access skills related to the annual goal must this student learn?

What growth and progress can be reasonably expected of this student in the coming year?

Will the expected growth and rate of progress close the achievement gap for this student?

Remember - not perfection, but progress toward mastery.

<http://www.state.tn.us/education/curriculum.shtml>

Select objectives from a mix of the related categories (called strands – number and operations, data analysis, algebra, geometry...).

These objectives should enable the student to close the gap between PLOP and Annual Goal and can be from a myriad of grade-levels based upon the student's prioritized need.

WHERE to find?

- EASYIEP – objectives from lists' tab

<https://go1.easyiep.com/tnsullivaniep>

- Curriculum-at-a-Glance on your county's site.

<http://scde-tn.schoolloop.com/>

- **Checks for Understanding and State Performance Indicators (SPI).**

<http://www.state.tn.us/education/curriculum.shtml>

- www.tncurriculumcenter.org

Annual Goal:

John will correctly use mathematical language, symbols, and definitions while developing mathematical reasoning to an 80% accuracy rate to be evaluated at the end 36 weeks of instruction .

Select in objectives in **EASYIEP**:

0206.3.1 –Given rules, complete tables to reveal both arithmetic and geometric patterns at a **proficiency rate of 80% to be measured by standardized and teacher-made test.**

0606.3.6 – Use equations to describe simple relationships shown in a table or graph at a **proficiency rate of 80% to be measured by standardized and teacher-made test.**

(Note proficiency rate and type of measurement EVEN though it will be indicated by the drop-down options embedded in EIEP.)

Customize or edit **Objectives (to individualize more):**

0206.3.1 - John will complete tables in order to determine geometric patterns at a **proficiency rate of 80% to be measured by standardized and teacher-made test.**

0606.3.6 - John will use equations to describe simple relations shown in a table or graph at a **proficiency rate of 80% to be measured by standardized and teacher-made test.**

Leave **the SPI number** as it shows the present level of performance and steps to progress to the annual goal. These steps (objectives) may be from multiple grade-levels.

DO NOT START THE OBJECTIVES ALL ON THE SAME DAY!!!!

OBJECTIVES

Objectives will not all start on the same date – refer to the sequencing of the Curriculum Map or Curriculum-at-a-glance or the nine week dates as guides for beginning dates of each individual objectives.



Progress Monitoring

Assess and report the student's progress reports through-out the year – on the same schedule as report cards. Progress monitoring is conducted in order to track the student's progress and make needed adjustments throughout the year.

BE PROACTIVE – address issues as they arise.

Do not blindly click number "3" –
"progress made and objective expected to be master at year end".

You are accountable for documenting student skill acquisition accurately. Utilize this process to proactively assess the formative state of student's learning – adjusting as needed.

*To Facilitate Goal Acquisition:
Accommodation vs. Modification*

Accommodations are not the same as modifications.

Accommodations are intended to lessen the effects of a student's disability; they are not intended to reduce learning expectations.

Modifications change, lower, or reduce learning expectations.

Please remember the accommodations listed in a student's IEP **should only be the ones needed for the student to achieve the grade level expectations** and those that will be implemented by the General Education teachers.

<http://tennessee.gov/education/assessment/doc/UnderstandingStandards-BasedIEPS.pdf>

Questions



